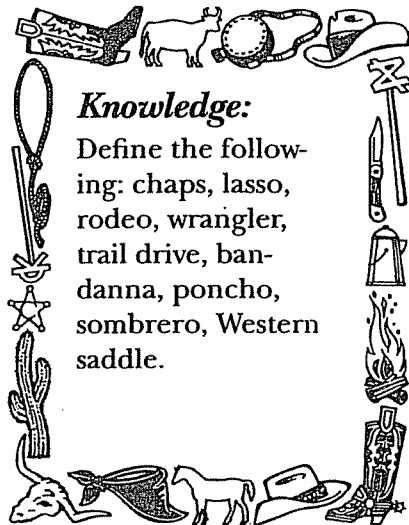
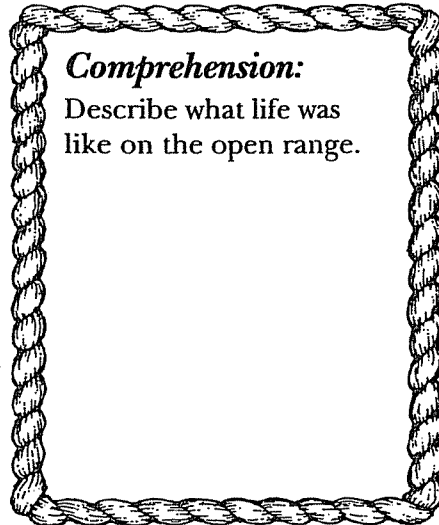


Cowboys



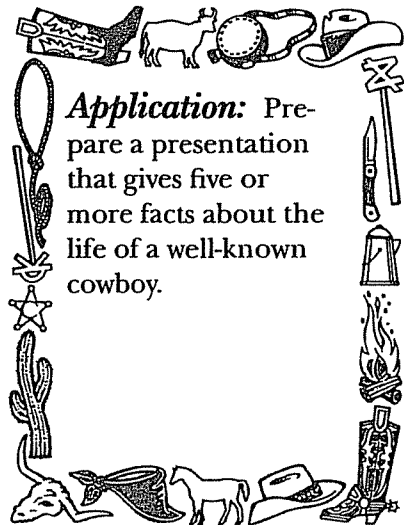
Knowledge:

Define the following: chaps, lasso, rodeo, wrangler, trail drive, bandanna, poncho, sombrero, Western saddle.

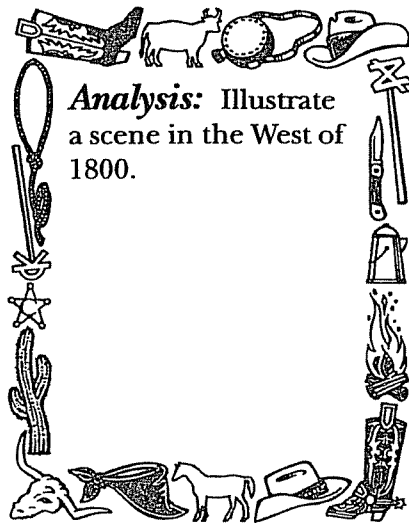


Comprehension:

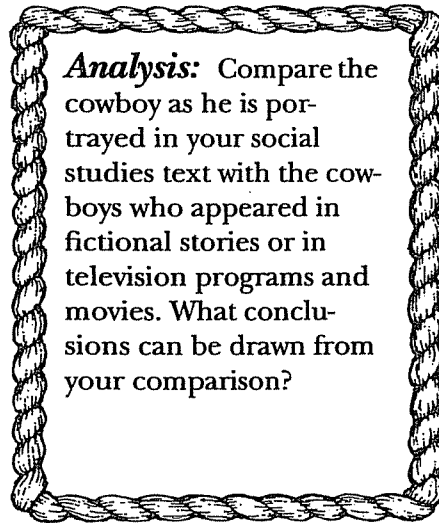
Describe what life was like on the open range.



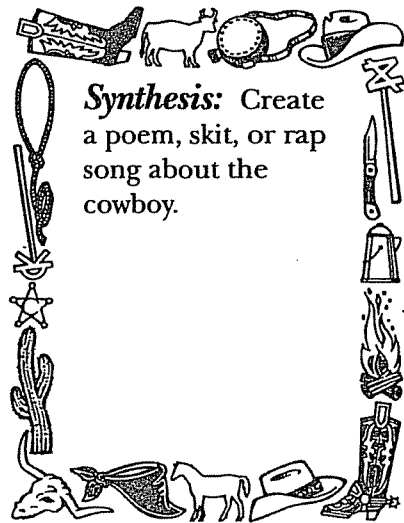
Application: Prepare a presentation that gives five or more facts about the life of a well-known cowboy.



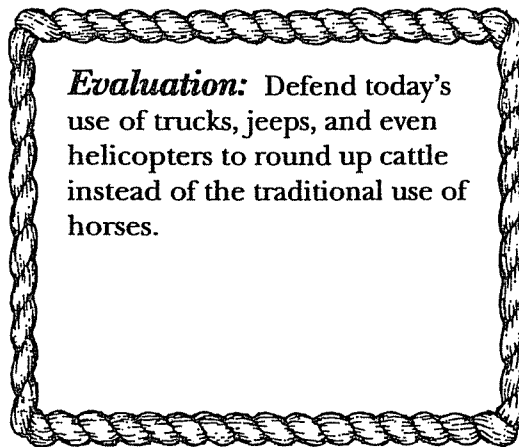
Analysis: Illustrate a scene in the West of 1800.



Synthesis: Compare the cowboy as he is portrayed in your social studies text with the cowboys who appeared in fictional stories or in television programs and movies. What conclusions can be drawn from your comparison?



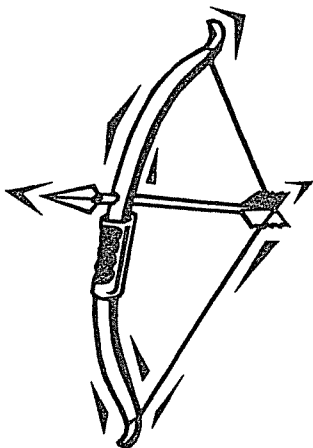
Evaluation: Create a poem, skit, or rap song about the cowboy.



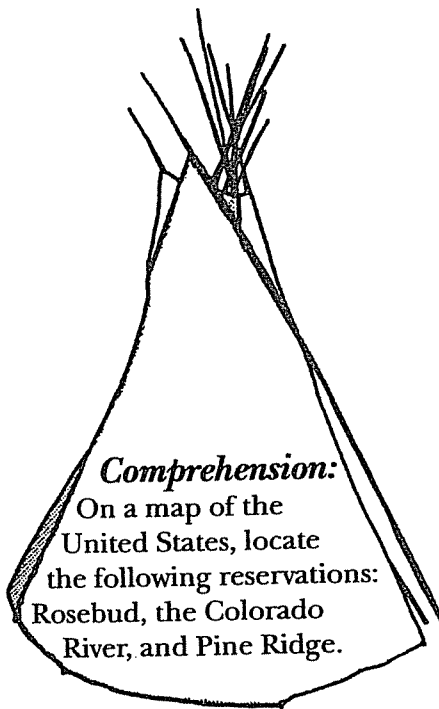
Evaluation: Defend today's use of trucks, jeeps, and even helicopters to round up cattle instead of the traditional use of horses.

Indians

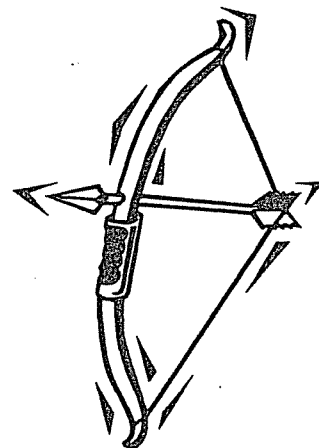
Knowledge: List the five American Indian tribes that actively participated in the Civil War. Discover whether these tribes still exist today.



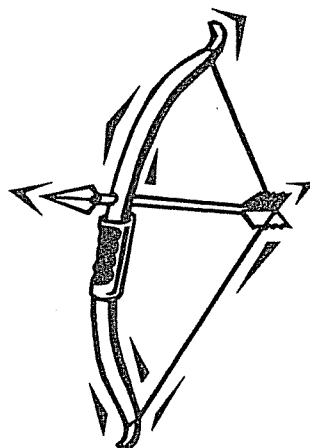
Comprehension: On a map of the United States, locate the following reservations: Rosebud, the Colorado River, and Pine Ridge.



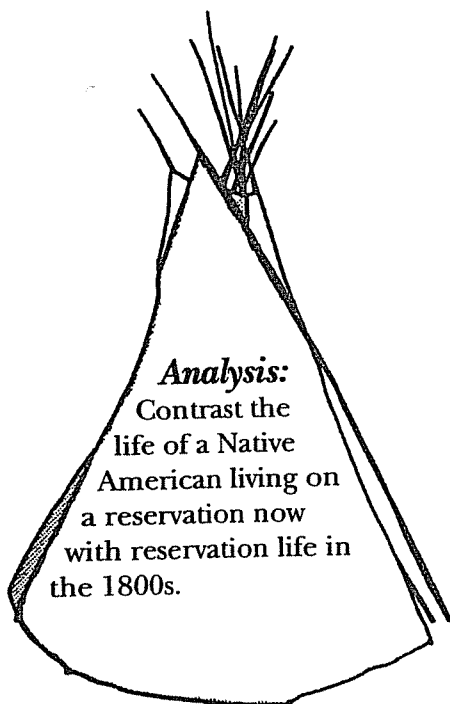
Application: Make a replica of an Indian village.



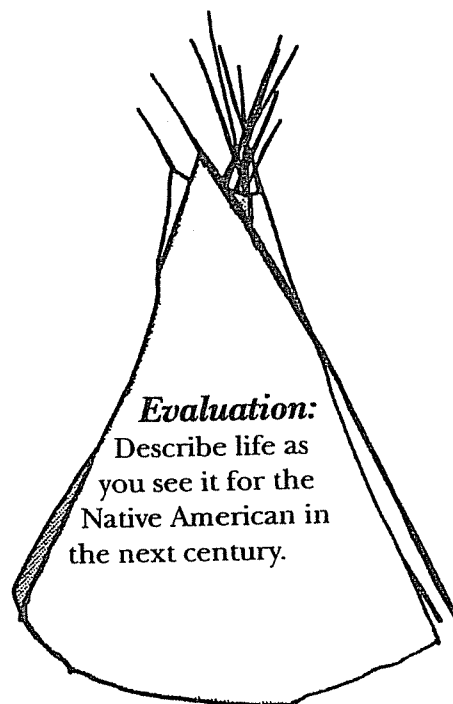
Synthesis: Predict what life would be like for Native Americans if they had not been made to live on reservations.



Analysis: Contrast the life of a Native American living on a reservation now with reservation life in the 1800s.



Evaluation: Describe life as you see it for the Native American in the next century.



Western Outlaws and Lawmen

Knowledge: Identify the following:
Jesse James, Billy the Kid, Sam Bass, William B. Masterson, Wyatt Earp, Patrick Floyd Garrett, and Wild Bill Hickok.

WANTED!

Comprehension:
Organize the facts from the knowledge activity on a mobile.

Application:

Locate information on "dime novels."
Record your findings as a television commercial or radio announcement.

WANTED!

Analysis: Examine the terms *cattle rustler*, *train robber*, *hired gun*, *confidence man*, *card-sharp*, *claim jumper*, and *pickpocket*. Form generalizations about the character of a western outlaw.

Synthesis:

Design a "Wanted" poster for a fictitious outlaw. Include the facts necessary to inform the public about this person.

WANTED!

Evaluation:

Decide if it is right to "take the law into your own hands." Support your decision with a minimum of three reasons. Express your opinion in a short essay.

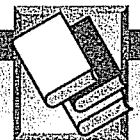
WANTED!

Evaluation:

Decide if you are for or against the death penalty. Support your decision.



Primary Source Reading 20



Laying a Claim

About the Source Elizabeth Corey was one of many single women who took advantage of the Homestead Act to stake a claim to land in the West. Bess, or Bachelor Bess, as she later called herself, was only 21 when she left her family in Iowa to homestead and teach school in South Dakota. In the letters below, only two of many she wrote to her family about the homesteading life, Bess describes the excitement of receiving her land and moving into the house she had built there.

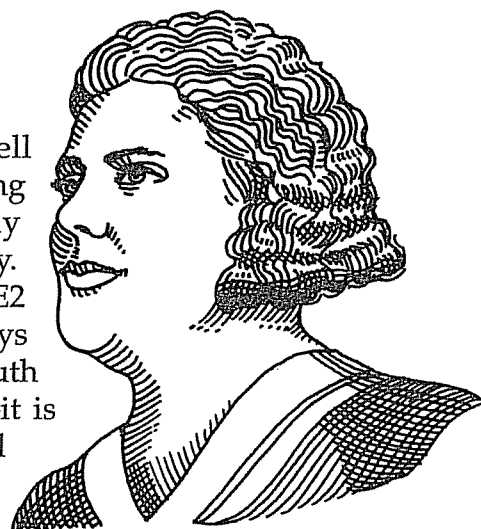
Interpreting the Source Letters are a very personal form of expression. They often offer colorful glimpses of the writer's experiences and reflect the writer's character. As you read, try to figure out what kind of person Elizabeth Corey was, and consider how she may have compared to other homesteaders.

LETTERS HOME FROM A WOMAN HOMESTEADER

by Elizabeth Corey

August 18, 1909

Dear Fuller,—Come here a minute—I want to tell you something. I suppose ma received my letter saying I had filed on a piece of land. Today I received my receipt from the Land Office so its all hunkey dory. Now what I want to tell you is this—my land is the E2 SW4 & W2 Se4 of Sec 2 Twp 3N 30 E.—B.H.M. so it lays like this and there is about hundred acres to the south that is level but the north sixty is not so smooth—it is quite rolling but has no ditches so but what it can all be plowed but north of that the land is quite hilly but is open land. . . .

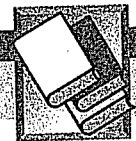


Elizabeth Corey

Nov. 19, 1909

Dear Ma, . . . I have put in the week of my life I believe—a week ago yesterday I packed up and moved—had had no time to come over to clean out my house so we had to put everything in right on top of the sawdust, shavings and bits of boards. Mr Stone put up the stove and built a fire then went on home. Some of the dirt from the cellar is thrown east of the house in front of the door and with no step a plenty of it was brought in. I worked like a slave till nine o clock then after a supper of sardines and crackers I went to roost. Seldom has a meal tasted better to me than that first one in the new house. I worked as hard as I could all day last Sunday and didn't have things half straight then. . . .

(continued)



Primary Source Reading 20 (continued)

I haven't had to carry water—just melt snow you know—have had my tub full of snow water by the stove all the time and more than once I've gone to bed at nine thirty with a good fire and when I got up at five thirty have had to strike quite hard with my fist to break the ice on the tub while smaller things freeze up solid. My house is one of the warmest and best built houses in the country so you see we are having a spell of weather. I don't mind it like some folk do and every one is good to me. . . .

Everybody makes such a toot about my nerve, pluck, push, grit and so on till it most makes my feet warm for so far it hasn't been half as hard as they seem to think it is still they'd most break their necks to do something for "Miss Corey." . . .

Yours With Love
Bess

(Source: Reprinted from *Bachelor Bess: The Homesteading Letters of Elizabeth Corey, 1909–1919*, edited by Philip L. Gerber by permission of the University of Iowa Press. Copyright © 1990 by University of Iowa Press.)

DIRECTIONS: Recalling Facts Answer the following questions.

1. How much land does Bess have? _____
2. How long is it before Bess has a house on her land? _____

CRITICAL THINKING

3. Can you guess who Fuller is from the way Bess addresses him? _____

4. How does Bess explain to her mother how severe the weather is? _____

5. What does Bess think of homesteading? _____

READER RESPONSE

6. What, in your opinion, was the most important quality a homesteader would need to have? _____

